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ABSTRACT

A study was conducted of off-campus instructional programs offered by the College of Agriculture of the University of Florida to describe the programs being conducted, the resources needed, the policies for teaching courses at community colleges, and the potential for using Ag Sat and other remote delivery systems for off-campus teaching. Data were gathered by a task force through mail and direct contact with students, faculty, and administrators. Results were organized in three areas: delivery systems for off-campus instruction, Institute of Food and Agricultural Sciences (IFAS) off-campus teaching programs, and other off-campus instructional programs. Programs in each area were described as they are operating now, and recommendations for improving them were made. (Appendixes to the report include a model 2 + 2 articulation agreement, a model 2 + 2 scholarship agreement and criteria, and a model agreement between community colleges and the IFAS for using faculty to teach courses.) (KC)

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Academic Programs
Publication Series Number 11

Report
of the

Task Force on Off-Campus Instructional Programs

College of Agriculture
Institute of Food and Agricultural Sciences
University of Florida
Gainesville, Florida 32611

January 1993

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Report

of the

Task Force on Off-Campus

Instructional Programs

College of Agriculture

Institute of Food and Agricultural Sciences

University of Florida

Gainesville, Florida 32611

TASK FORCE MEMBERS

Jimmy G. Cheek, Professor and Assistant Dean for Academic Programs, Task Force Chair

Calvin E. Arnold, Professor and Center Director, Southwest Florida Research and Education Center, Immokalee

Kermit C. Bachman, Associate Professor, Dairy Science Department

Elizabeth B. Bolton, Professor, Home Economics Department

Maurice F. Cole, Professor and Extension District Director (IV)

Everett R. Emino, Professor and Assistant Dean for Research

Don W. Poucher, Director, Educational Media and Services

W. David Shoup, Professor and Assistant Dean for Academic Programs

COMMUNICATION CONSULTANT/EDITOR

JoAnn B. Pierce, Associate Professor, Agricultural Education and Communication Department

WORD PROCESSING SECRETARY

Betty R. Yaretzki, Senior Secretary, Agricultural Education and Communication Department

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INTRODUCTION

The Task Force on Off-Campus Instructional Programs was formed in November, 1991 by Dr. Larry J. Connor, Dean for Academic Programs and the College of Agriculture. The charge given to the committee by Dean Connor was to do the following:

1. Ascertain the potential, guidelines, and financial basis for the provisions of continuing education teaching programs from the College, including the provision from correspondence courses.

2. Evaluate the needed resources to complete the off-campus teaching program at Ft. Lauderdale and Milton and the potential, resources, and priorities for developing additional teaching programs at research/education centers in the state.

3. Appraise the appropriate policy for the College of Agriculture in teaching courses at selected community colleges.

4. Appraise the potential for utilizing Ag Sat and other remote delivery systems for off-campus teaching. The potential effectiveness and the cost of such systems also should be evaluated.

PROCEDURE

In order to carry out its charge, the Task Force met on numerous occasions, collected data from various sources, and solicited input from students, faculty, and administrators. Formal strategies used to systematically gather direct input from faculty and administrators included:

1. All faculty and administrators in IFAS were contacted via mail to solicit input.

2. A Faculty Forum was conducted with approximately 40 faculty in attendance.

3. Selected IFAS administrators were asked to review a draft copy of the Task Force Report and suggest revisions.

4. The revised Task Force Report was sent to faculty, Department Chairs, Center Directors, and the Undergraduate Curriculum Committee for review and reaction.

5. Final revisions were made as a result of the input from those contacted in Step 4.

6. The Task Force Report was finalized and sent to the Dean of the College of Agriculture for implementation.

POSITION STATEMENT

It is the position of the IFAS Off-Campus Task Force that off-campus instruction should receive high priority in the development of both current and future instructional programs. While off-campus instruction is already being used to deliver some courses in various modes to different locations, a systematic plan is needed to fully integrate off-campus instruction so that it reinforces and enhances instructional programs overall. The off-campus instructional program is a part of the larger IFAS academic programs and should be structured so that faculty and students, irrespective of location, participate equitably in all facets of the University of Florida learning experiences. Quality of offerings must be a prime consideration whether the course is offered on-campus, off-campus, or via innovation delivery systems. A fully functional off-campus instructional program within The University of Florida Institute of Food and Agricultural Sciences is important to the implementation of the land grant philosophy for the citizens of Florida. To accomplish this mission, the UF/IFAS off-campus instruction program should be marketed to both internal and external constituents, to the Florida Legislature and the Board of Regents.

ORGANIZATION OF THE REPORT

In order to accomplish the work of the Task Force, three subcommittees were developed. The subcommittees were: Delivery Systems for Off-Campus Instruction, IFAS Off-Campus Teaching Programs, and Other Off-Campus Instructional Programs. The Task Force Report organization is based on these subcommittees. In addition, the International Training Division and Implementation Recommendations are addressed.

DELIVERY SYSTEMS FOR OFF-CAMPUS INSTRUCTION

Introduction

This section presents the report of the subcommittee on technology and delivery as it relates to the Off-Campus Instruction Task Force. Specifically, this subcommittee was charged with appraising the potential for utilizing Ag Sat or other remote delivery systems for off-campus teaching. The potential effectiveness and cost of such systems should be evaluated.

Concepts

The terms "distance learning" or "distance education" have been used to describe the recent, rapid growth in the delivery of instruction to locations removed from the site of origin. The term distance learning is used to describe the concept discussed here because this is the best-known and most contemporary descriptor for off-campus instructional programs that deal primarily with the technological aspects of delivery.

Distance learning and distance education are used as synonymous terms. Distance education is a growing area of theory and practice which is developing into a prominent field of study and research. Within the larger discipline of education theory and practice, distance learning is an emerging field nationally and internationally. The parameters of distance education extend far beyond the traditional correspondence course, the use of media to supplement teaching and learning, and the development of self-instruction programs. Markowitz (1990) states that distance learning implies a system with both teaching and learning and with a mechanism for instructional feedback.

Desmond Keegan, an international authority in the field, defines distance education as characterized by these five elements:

1. The separation of teacher and learner.

2. The planning and preparation of materials under the influence of an education organization.

3. The use of technical media to unite teacher and learner.

4. The provision for two-way communication.

5. The absence of the learning group.

Furthermore, Keegan notes that "distance educators must produce materials that teach, and they must assure two way communication that makes a difference" (Keegan, 1990).

Technology

Technology is the major factor in the development and implementation of distance education systems; without the technology distance education is a meaningless term. Technology may be the solution to the problem of bringing education to remote locations, but it is also at the root of a major part of the problems in the implementation of effective distance education systems.

New information technologies lie at the heart of the development of open-learning and distance-education systems on a worldwide basis. The case for adapting new technologies to the development and delivery of educational materials is a strong one, but in almost every milieu, the actual experience of implementation has been far less successful than expected. This is most often due to problems of management rather than the failure of the technical delivery system.

Findings for Primary, Secondary Education

The Office of Technology Assessment of the U.S. Congress has recommended the development of distance education methodologies for elementary and secondary education. A summary of the findings and recommendations, useful for the work of the subcommittee for Delivery Systems for Off-Campus Instruction, follows.

Hybrid systems.--Most distance learning systems are hybrids, combining several technologies, such as satellite, Instructional Television Fixed Services (ITFS), microwave, cable, fiber optic, and computer connections.

Parallel needs have potential for cost sharing.--Needs of education that parallel these of business, government, and health care providers create an opportunity to share costs. Even more important, this paralleling of needs has created an active market for hardware and services that has brought industry and the private sector to the door of the education community.

Effective instruction.--In most instances, distance learning appears to be as effective as on-site, face-to-face instruction in the classroom.

Key players and policy implications.--State governments are key players in distance education. Increasing the utility of distance education, accessing a wider range of instructional resources, and developing creative solutions to meet educational problems will require a reexamination of State policies, rules and regulations that were written with traditional educational approaches in mind.

State and local governments, the federal government, and the private sector all have roles to play in planning, funding, and implementing distance education. Future development will require involvement of these sectors in four major areas: telecommunications policy; research, evaluation and dissemination; the teacher's role; and the infrastructure for distance learning.

Working Systems Using Satellite, Cable

There are several working systems that use satellite or cable. Examples include the following:

National Technical University (NTU).--National Technical University (NTU) began in 1982 as a consortium of universities committed to using telecommunications to increase enrollments in the face of declining resources. Located at Oklahoma State University, its purpose is to serve the teleconferencing needs of higher education.

Through NTU, highly mobile engineers, scientists and technical managers can study for their master's degree while working full-time. These programs are offered only to employees of high tech companies, government agencies or laboratories that have joined NTU. These

subscriber organizations support the satellite infrastructure on-site by providing the technical equipment necessary for the satellite-delivered courses, the library, E-Mail course materials and computer facilities. The network operates on G-Star 1 and provides four channels of video 24 hours a day. Over 700 graduate courses from 39 schools are offered and students can pick not only the type of program they want to study but also the school from which credit is earned.

Global Systems Analysis and Simulation (GLOSAS).--Global Systems Analysis and Simulation (GLOSAS) Project, initiated in 1972 by Japan for peace gaming, involves interconnecting experts via global value-added networks to discover new solutions to world crises such as the deteriorating ecology of our globe. The Global University (GU) consortium set forth eight propositions related to world peace through communication, education and moral leadership. It has members all over the world which include private industry, educational institutions and national governments.

Global Pacific University (GPU).--Global Pacific University offers courses by satellite and other advanced telecommunication media to bring quality education to students anywhere in the world (with emphasis on the Pacific rim). The GPU operates in three ways: as the technological infrastructure for a delivery system (educational satellite and terrestrial networks), as an educational infrastructure to identify educational needs and courses to be offered; and as a financial and promotional organization for giving and receiving funds to and from those who use courses and those who provide them.

Mind Extension University (ME/U).--Mind Extension University was created in 1987 and is currently available to 12 million television households. It is on its way to becoming one of the most successful services offering higher education. ME/U uses the power of cable and satellite to beam high school and college credit courses 24 hours a day, seven days a week. The programming originates from 18 colleges and universities around the nation and is carried nationwide via Galaxy III, transponder 11. ME/U is the first distance learning provider to offer a bachelor's degree in management exclusively by cable and satellite. In conjunction with Maryland University College and presented via satellite hookups with participating schools, the program will begin in the Fall, 1992. ME/U offers a Master's in Business Administration through Colorado State University. Unlike NTU, ME/U is not an accredited institution.

TI-IN.--TI-IN Network in San Antonio, Texas can now provide programming via satellite to school districts in 20 states. This is because of a partnership with ME/U. Not only are transmission capabilities expanded, it makes programming more cost effective. TI-IN is a for-profit enterprise aimed primarily at kindergarten through high school learners.

Agricultural Satellite Corporation (Ag Sat).--Ag Sat is funded by a grant from U.S. Department of Commerce. It is distributed on both C-band and Ku-band satellites. Currently 33 of the nation's leading land grant universities are members of Ag Sat. Ag Sat enables affiliated land grant universities to receive cooperative extension educational programs and academic programs via satellite for distribution within the state.

Kentucky Education Television (KET).--Kentucky, through KET is the first state in the nation to offer satellite delivered education to every elementary and secondary public school in the state. KET recently signed a multimillion dollar contract with GTI Spacenet Corp. for a dedicated full-time Ku-band transponder to deliver its education programming aboard Spacenet 2.

Other Technologies

In addition to the combined technologies already described, networked CD-ROM/PCs and compressed video are also used through fiber optic systems via satellite for delivering either live or video taped instruction modules to remote locations. Systems offering interactivity with the user prove to be most effective in program delivery. However, interactive systems are more costly to develop and require a greater investment of time and resources.

Existing infrastructures such as the SUNSTAR satellite delivery network (Florida's network of satellite transmission and receiving sites), personal computer networks, and CD/ROM and video tape libraries all provide the basic resources to be focused on developing and applying distance learning technology.

Recommendations

The Task Force has eleven recommendations regarding delivery systems for off-campus instruction. They are as follows:

1. The University of Florida, IFAS, is far behind many other land grant universities in the use of the concepts and technology of distance learning. The subcommittee recommends that UF/IFAS should pursue the application of distance learning technology for both off-campus instructional programs and extension programs.

2. The acquisition and use of distance learning technology should be explored with due caution and deliberation. The subcommittee also recommends that UF/IFAS install distance learning technology in increments. Such technology is costly and is constantly being improved. To move too far too fast with a given technology not only may cause IFAS to outstrip its ability to properly support the technology but also may result in obsolete equipment unless careful decisions are made which will enable IFAS to upgrade existing equipment rather than discard it as upgrading is required.

3. The private sector should be cultivated to work out possible partnerships in the acquisition and utilization of distance learning technology.

4. Local, state and federal governments should play a key role in planning, funding and implementing distance learning systems.

5. Given the status of the UF and IFAS as the outreach/Extension arm of the UF, IFAS should request funding from the legislature to implement distance learning as a method of improved resource utilization.

6. If IFAS plans the systematic use of distance learning, other locations which currently operate successful distance learning systems should be studied in detail and visited.

7. Distance learning should be integrated into the master plan for IFAS off-campus programs. UF/IFAS also should consider linkages with community colleges, IFAS research centers, and selected county extension offices.

8. While the primary goal of the distance learning program is the delivery of Gainesville-originated courses and training material to outstate locations, the IFAS investment in the Research and Education Centers can be leveraged by satellite delivery of courses taught by Center faculty to the Gainesville campus. Thus, IFAS should explore the possibility of establishing uplinks at outstate locations.

9. The application of distance learning technology within IFAS should not be limited to off-campus instruction programs. Extension should be encouraged to develop in-service training programs using the technology and systems.

10. Quality control must be a priority. Ill-prepared programs will drive away users and will be ineffective in delivering information.

11. The role of the professor in developing distance learning technology and material must be carefully evaluated. A limited review of the literature failed to produce a universally accepted model for professorial interaction. However, from a conference call with Dr. Eugene Rubin, Centre for Distance Education, Athabasca University, Athabasca, Alberta, Canada, it is clear that the professor who presents distance learning courses must be significantly involved in determining the conditions and technology mix for delivering courses. Users should take care to insure that technology does not drive the design of course material or dehumanize the cause. The goal, according to Dr. Rubin, is to achieve a clear sense of communication between student and teacher. Further, the teacher should be encouraged through incentives to make use of distance learning technology. Among the incentives should be training programs to develop and enhance the skills of participating faculty.

12. Every means of instructional delivery should be considered including the development and use of video tapes of selected courses. By using video tapes of selected courses, every potential student's home could be considered a delivery site. This strategy would be particularly beneficial for delivery of upper level undergraduate classes and graduate classes.

IFAS OFF-CAMPUS TEACHING PROGRAMS

Potential for IFAS Off-Campus Teaching Programs

IFAS has responded to the need for off-campus teaching programs by establishing programs in Fort Lauderdale and Milton. The primary audiences for such programs are older students who are placebound because of their family, job, or community responsibilities. In addition to providing academic access to an otherwise restricted group of individuals, off-campus programs can provide added tuition revenue, expand the support network of the University of Florida, and increase the utility of Research and Education Centers in terms of service to the public.

IFAS, through its Research and Education Centers and county Extension offices, is uniquely placed within the State University System to meet the changing needs of Florida students. Programs to date have been effective in providing academic access to students who would otherwise be unable to participate in College of Agriculture programs. Through careful, long-range planning IFAS can best serve Florida industry and students by the selective placement of Academic Programs.

Criteria for Selecting Sites

Locations for off-campus programs are limited by the ability of the institution to fully support them. Planning should be long-range and should consider a number of factors which can contribute to a successful and effective program.

Among these factors are the following:

- **Industry base**. There must be an adequate number of management level positions in a localized agricultural industry to justify a program.

- **Existing faculty base**. IFAS has a unique opportunity to take advantage of existing investments in facilities and faculty. This enables the provision of added programs with minimal added cost to the taxpayers.

- **Supporting educational institutions**. Off-campus programs can be most effective if they make use of the State University System and the Community College System to provide the lower division curriculum and supporting science courses.

- **Large population base**. Equally important, proximity to a large population base provides access to the maximum number of potential students.

- **Resident faculty and administrative commitment**. A resident faculty must be willing to teach, and a Center Director must be willing to support that effort.

Preliminary Assessment of Possible Additional Sites

It is recommended that ARECs be the primary sites for expanded upper division teaching programs due to the large number of Ph.D. faculty located at these facilities. Locations which may warrant further consideration include the Orlando area (Apopka and/or Lake Alfred), Immokalee, and Bradenton. A needs analysis must be completed for any site under given consideration to determine the potential student population, industry interest, community support, and subject matter demand. However, it appears that Lake Alfred and Immokalee should be given preliminary priority due to existing facilities and faculty/student interest. The AREC at Bradenton is a possible site if faculty and the Center Director place a priority on undergraduate teaching in respect to graduate training.

A preliminary assessment of several possible sites follows:

- **Apopka**. The subcommittee recommends that a B.S. degree program in horticulture be opened at this site. A new facility with classrooms and teaching labs is in the planning stage here. Adequate IFAS faculty will be housed at this location. There are universities and community colleges in the region to provide supporting courses, and major horticultural industries to serve as a good source of students.

- **Immokalee**. New teaching facilities have been established at this site which has a multi-disciplinary faculty with a proven interest in teaching. Strong and rapidly expanding agricultural industries in the region assure an expanding base of potential students. A recent survey revealed 31 students would be ready to enroll in a B.S. degree horticulture program at Immokalee if it were available. A two-year community college program in citrus production and science presently taught at this site will provide a number of students. A branch of The University of South Florida campus is located nearby and a new state university is being constructed. A degree in horticulture with a specialization in operations management is the recommended offering. An economist on the faculty would

significantly strengthen the academic program since marketing, policy and production economics are important to the commodity mix of the region.

- **Lake Alfred**. This site has a large IFAS faculty and good teaching facilities. Supporting community colleges are near and other universities are within a reasonable distance. Major horticultural industries are present. A horticultural degree with a specialization in fruit crops is recommended.

- **Bradenton**. The Gulf Coast Research and Education Center is near one of the largest population locales in Florida, and has a large faculty with diverse expertise. Supporting universities and community colleges are readily available. Facilities for classrooms would need to be expanded and improved.

Program Resource Needs

While each program may have unique resource requirements, several needs are common to all. These include:

- One faculty member to be designated as the teaching coordinator.
- Adequate faculty FTE's to reflect the actual teaching activities planned.
- Adequate USPS personnel to support program activities.
- Administrators to support promotion and tenure of faculty active in teaching.
- Teaching facilities planned to accommodate program growth.
- Technologically advanced communications equipment to make interactive conferencing possible.

Faculty Incentives to Teach

AREC faculty with research and/or extension FTE assignments often are concerned about not getting official recognition from administration and tenure/promotion committees for their extra workload in teaching. Whether this concern is based on a misconception or reality, it is of major importance to the success of future off-campus teaching programs and must be addressed by the administration. The faculty must be provided tangible assurance of recognition. It is not realistic to ask AREC faculty to continue adding teaching responsibilities without a corresponding shift in FTE's. The administration should assign additional teaching FTE to appropriate centers.

The subcommittee recommends that consideration be given to appointing an ad hoc committee of faculty and administrators to recommend ways to provide needed incentives and assurances.

Program Needs at the Fort Lauderdale REC

There are three basic needs to complete the Environmental Horticulture degree program in Fort Lauderdale. These are:

- Horticulture faculty (2 positions)
- USPS staff (1.5 positions)
- Teaching facilities (12,000 sq. ft.)

Industry interest also has been expressed for an entomology program. Additional resources required to develop this program are:

- Entomology faculty (2 positions)
- USPS staff (1 position)

The priority of adding an entomology program at Ft. Lauderdale, in contrast to starting or expanding teaching programs at other centers, should be determined utilizing the criteria previously stated.

Recommendations for Off-Campus Centers

The Task Force has six recommendations on off-campus centers. They are as follows:

1. IFAS should make optimum use of research and education centers as sites at which to offer appropriate degree programs to the public.

2. Sites considered for off-campus teaching programs should be evaluated for presence of an industry base, an existing faculty resource, the proximity of supporting educational institutions, a population to be served, subject matter demand, community support and available teaching facilities.

3. Adequate resources to insure quality programs must be allocated to any research and education center designated as a teaching site. These resources include faculty FTEs, USPS personnel, teaching facilities, communications technology, and operating budget.

4. The Dean for Academic Programs should continue to provide incentives for faculty who teach and should assure them that teaching will be considered favorably in tenure and promotion decisions.

5. Existing off-campus teaching programs must be completely supported before commitments can be made to initiate new programs.

6. Full-time students in off-campus programs at this time cannot get a student identification card unless they come to Gainesville to have one made. Off-campus students could use such ID's to qualify for various student discounts for such things as insurance and entertainment. Without such an ID, they cannot prove they are full-time students at the University of Florida. Provisions need to be made to insure off-campus students an ID card.

7. Courses taught off-campus should be nearly identical in content and learning activities when compared to the same course being taught on-campus. Sharing of course outlines, instructional material, and laboratory activities should be encouraged as well as periodic dialog among on-campus and off-campus teaching faculty.

8. Major off-campus programs must be financed over and beyond existing funding for academic programs.

OTHER OFF-CAMPUS INSTRUCTIONAL PROGRAMS

The Other Off-Campus Instructional Programs subcommittee studied programs being offered by the University of Florida College of Agriculture through community colleges, off-campus instructional classes, correspondence classes, and graduate off-campus classes.

The subcommittee members' charge was to study the current situation and the desired situation in each area, determining where we would like to be in 10 to 20 years, establishing appropriate policies to guide us in achieving these goals. The report is divided into the following sections: Community Colleges, Off-Campus Course Offerings, Correspondence Study, and Off-Campus Graduate Programs.

Community Colleges

The College of Agriculture at the University of Florida has varied interactions with community colleges. Faculty from several departments have visited students, faculty, and administrators at community colleges to explain programs within the College of Agriculture and encourage qualified students to transfer into the college. In addition, the University has developed an Articulation Agreement that governs the transfer process from Florida's public community colleges to the University of Florida. These agreements indicate what courses

students should take before transferring to the university within a particular discipline. More recently the College of Agriculture has established Two Plus Two articulation agreements with selected community colleges as well as Two Plus Two scholarship programs. The Two Plus Two College of Agriculture Articulation Agreements guarantee admission into the College of Agriculture to community college transfer students who have satisfactorily completed the designated program of study.

Two Plus Two Articulation Agreements

Formal Two Plus Two Articulation Agreements have been developed between the College of Agriculture and several community colleges. These specialized Two Plus Two Articulation Agreements outline what a student should complete at a community college before transferring into a specific field of study within the College of Agriculture. The principal advantage of the Two Plus Two Articulation Agreement is that community college courses that students should take for each of the major fields of study offered in the College of Agriculture are identified by number and name. Also, contact persons at the community college and the University of Florida are identified so the student can seek their advice. Additionally, it also allows students at community colleges to specifically identify with the College of Agriculture and an academic major within the college while completing an Associate of Arts degree at a community college. A model articulation agreement is found in Appendix A.

Recommendations on Community Colleges

The Task Force has five recommendations related to community colleges. They are:

1. The University of Florida's College of Agriculture should develop a formalized Two Plus Two Articulation Agreement with community colleges within the Florida system that are deemed to have the potential of supplying a minimum of ten students annually to the College of Agriculture, as well as with Abraham Baldwin Agriculture College in Tifton, Georgia. Where such agreements already exist, appropriate revisions should be made.

2. High school students, 4-H members, Agricultural Education students, counselors, and teachers within the service area for each community college should be made aware of the Two Plus Two Articulation Agreements.

3. Counselors, administrators, and faculty at community colleges should be encouraged to promote the Two Plus Two Articulation Agreements. During their orientation, new students should be made aware that these specialized articulation agreements are available to those students who have an interest in the College of Agriculture.

4. Content and scope of each articulation agreement should result from the joint effort of the Office of the Dean for Academic Programs and each community college president.

5. Articulation agreements should be revised periodically to insure compliance with evolving requirements and regulations, particularly those related to General Education courses.

Two Plus Two Scholarship Programs

Two Plus Two Scholarship agreements exist between the University of Florida's College of Agriculture and various community colleges. These agreements are built on the desire to cooperatively award academic scholarships to outstanding community college students who plan to transfer to the University of Florida's College of Agriculture. Under these arrangements, the community college provides the resources to fund the first two years of the scholarship with the College of Agriculture providing funds for the remaining two years of the scholarship after the student has transferred to the University of Florida. Typically, one scholarship is awarded per academic year. The community college is responsible for identifying a qualified recipient and for notifying the Dean for Academic Programs. The scholarship will continue as long as the student is making satisfactory academic progress and fulfilling course requirements of an academic major offered in the College of Agriculture. For admission to the University of Florida, a candidate must complete most pre-professional courses listed in the University of Florida's Transfer Agreement Manual and maintain a grade point average of at least 2.5 as calculated by the university.

Recommendations on Two Plus Two Scholarship Program

The Task Force has the following recommendations on the Two Plus Two Scholarship Programs:

1. The Two Plus Two Scholarship Agreement is a positive way of encouraging academically talented students to pursue degree programs within the College of Agriculture. Therefore, it is recommended that a Two Plus Two Scholarship Agreement be initiated with community college in Florida deemed to have the potential of having a high density of students interested in transferring to the College of Agriculture and with Abraham Baldwin Agriculture College in Tifton, Georgia, for Florida students attending that institution.

2. The Two Plus Two Scholarship and Scholarship Criteria Agreement for the Two Plus Two Scholarship Program (Appendix B) should be used as a model for developing other Two Plus Two Scholarship Programs.

3. A formal program should be established by the Office of the Dean for Academic Programs for selecting and monitoring the progress of the community college recipient on his or her intended major, and subsequent success upon enrollment in the College of Agriculture. A brief annual report should be made to the faculty of the College of Agriculture regarding the program.

Using IFAS Faculty to Teach at Community Colleges

Some community colleges, such as Edison Community College and Indian River Community College, have agreements with the Institute of Food and Agricultural Sciences to develop cooperative Associate of Science and Associate of Arts degrees. In these arrangements, IFAS faculty teach in the community college instructional program. The community college must, in turn, pay IFAS a fair price for the time of the IFAS faculty. A Cooperative Agreement (Appendix C) provides an agreement between a community college and IFAS. The IFAS faculty may come from the main campus in Gainesville, IFAS Research and Education Centers, or IFAS County Extension offices.

Recommendations on IFAS Faculty Teaching at Community Colleges

The Task Force recommends the following action regarding IFAS faculty teaching at community colleges:

1. Community colleges should be encouraged to teach agricultural courses that will apply towards AS or AA degrees if they have qualified faculty, facilities, and resources to conduct quality programs.

2. The amount of money IFAS charges for use of faculty to teach courses should be consistent from institution to institution. The rate charged should be determined annually by the Dean for Academic Programs and the Directors of the Research and Education Centers or Extension offices that provide faculty for the teaching program.

3. Resources generated as a result of this cooperative arrangement should be divided as follows: 25% for the Dean for Academic Programs, 25% for the Director of the Center or the County Extension Director that provides administrative support to the faculty member, and 50% for the faculty member who instructs. The money generated should be used as a supplement to support the ongoing programs of the individuals and offices involved. These incentives are provided to faculty who do not have a teaching appointment and are teaching "above and beyond" their research and extension appointments, usually after regular office hours.

4. The assignment of teaching responsibilities to any faculty member should be included in regular faculty assignments so that it becomes clearly a part of the regular academic load.

5. The Office of the Dean for Academic Programs should encourage and support these cooperative teaching agreements between IFAS personnel and community colleges.

6. Cooperation teaching by IFAS faculty at community colleges should be made on a "special need" basis. This decision should be made after it is determined that the quality of the academic programs at the College of Agriculture in Gainesville will not be diluted.

Off-Campus Course Offerings

The Institute of Food and Agricultural Sciences (IFAS), through the College of Agriculture and School of Forest Resources and Conservation, teaches courses at off-campus locations throughout the state. The off-campus program offers a variety of courses conducted at locations and times outside the normal instructional setting of the University of Florida campus in Gainesville. A committee chaired by Dr. Carl E. Beeman is charged with initiating and planning programs. A brochure which lists courses scheduled to be taught off-campus over a four year period has been developed. Off-campus locations now being used are Ft. Lauderdale, Marianna, Bradenton, and Lake Alfred. In addition, several evening courses are taught on the University of Florida campus in Gainesville. Classes usually start at 5:00 p.m.

Participation in off-campus courses does not require formal application and admissions to the University of Florida. To enroll in an off-campus course, the student simply attends the class with registration occurring on the first and second class meetings. If courses are intended to be part of a graduate program, they must be approved by the appropriate graduate committee before class registration.

Recommendations on Off-Campus Courses

The Task Force recommends these actions regarding off-campus courses:

1. The Dean for Academic Programs should continue to appoint a committee for off-campus instruction to plan courses to be offered through the College of Agriculture and the School of Forest Resources and Conservation. The present four-year planning cycle should be continued.

2. Off-campus course offerings should include courses which use alternative delivery systems such as distant learning and directed study courses.

3. Additional sites should be considered for off-campus instruction when suggested by demand analysis.

4. Off-campus teaching requires more time than teaching on campus because of travel and preparation time. It is recommended, therefore, that an incentive be developed for teaching off-campus. The incentive could be additional faculty time credited for off-campus teaching, plus travel expenses and per diem.

5. All IFAS departments should be encouraged to participate in off-campus teaching at locations where sufficient demand for their courses exists.

6. Since registration is a time-consuming process and takes considerable class time, it is recommended that the first two sessions of a course be extended by one hour to accommodate the registration process.

7. When the off-campus registration form is used, a full-time student in the Ft. Lauderdale off-campus teaching program may have to complete as many as four or five registration forms and write as many as four or five checks to register for the semester. To facilitate registration for several courses, only one registration form and one check for payment should be required. It is recommended, therefore, that the University of Florida Registrar provide a simplified registration process for students at off-campus centers.

Correspondence Study

The University of Florida's Division of Continuing Education, through its Department of Independent Study by Correspondence, administers all correspondence instruction for the State University System. Following each course title in the catalog is a designation of the state institution at which the course originates. It is the student's responsibility to insure that credit earned via correspondence courses from any institution will be accepted by the degree program of the college in which he or she is enrolled.

The time limit for completing courses ranges from a maximum of one year to a minimum of one month. Students may not extend their enrollment beyond the one year maximum. Complete information regarding university courses offered through the University of Florida Division of Continuing Education is provided in a brochure entitled Independent Study by Correspondence. This brochure is available by writing to: Independent Study by Correspondence, Division of Continuing Education, University of Florida, Gainesville, FL 32611. The division may also be contacted by phone at (904) 392-1711.

According to the Dean of the Division of Continuing Education, approximately $2,000 is available to support the development of a correspondence course. When a student enrolls in a correspondence course the instructor is paid a small fee (approximately $2.50 per assignment)

to grade the assignments for the course. A disadvantage of the correspondence study program is that the FTE generated through the correspondence course accrues to the Division of Continuing Education and not to the College of Agriculture. This is a major deterrent to the development of correspondence courses. For example, although HUN 2201 (3 hours) had approximately 200 students enrolled and FOS 2001 (2 hours) had almost 70 students enrolled, no FTE credit was received by the College of Agriculture.

Recommendations on Correspondence Study

The Task Force makes these recommendations on correspondence study:

1. The Dean for Academic Programs, Provost, and Dean for Continuing Education should develop a plan to provide the College of Agriculture with an appropriate amount of the FTEs generated by correspondence study. Unless provision is made to return some FTE generation to the College, the College should not encourage the development of correspondence courses.

2. If recommendation one is followed satisfactorily, IFAS faculty should be offered greater encouragement to develop a broad array of correspondence courses.

3. If FTE generation does not accrue to the College of Agriculture, the recommendation is that only a limited number of correspondence courses be developed.

4. Faculty should be permitted to receive funds from DOCE for grading, if the grading is done after regular work hours or on annual leave.

Off-Campus Graduate Programs

Since the Institute of Food and Agricultural Sciences serves the state through its research, extension, and teaching programs, the mission for Academic Programs is also to serve all of Florida. Over time, graduate courses have been offered off-campus at various locations. However, it appears to the Task Force that if graduate programs are going to be offered off-campus, a systematic and concentrated effort is required. One example of such graduate offerings was in Hillsborough County. The University of Florida's College of Agriculture made a commitment to offer a series of graduate and undergraduate courses over time to students interested in pursuing a master's degree in Agricultural and Extension Education. If the College is seriously interested in increasing off-campus graduate student involvement and offering professional development opportunities for agricultural professionals in the field, more efforts such as that in the Hillsborough County example are needed.

Recommendations on Graduate Study

The Task Force recommends the following points on graduate study:

1. A committee should be formed to investigate the feasibility of developing an interdisciplinary master's program for professionals in the field of food, agriculture and natural resource sciences. This statewide program would differ from the traditional Master of Agriculture and Master of Science programs. Specifically, it would be a broad interdisciplinary approach and concentrate on the further professional development of currently employed individuals who plan to advance in their professions but who are not interested in further graduate study. The Task Force considers it logical that coursework in such diverse fields as computer science, agribusiness management, leadership, communication and issues related to food, natural resources, and agriculture would be appropriate, rather than coursework concentrated on a single subject.

2. Provisions should be made to allow the Master of Agriculture degree to be completed without the student being required to study at the University of Florida campus in Gainesville. Courses conducted at an Agricultural Research and Education Center should meet the on-campus residency requirement.

3. Based upon faculty expertise, location, and perceived demand, the development of off-campus graduate programs at Ft. Lauderdale, Bradenton, Lake Alfred, Marianna, and Apopka should be promoted.

4. Formal commitments should be made to the graduate students and courses would be offered systematically at least twice a year at their locations.

INTERNATIONAL TRAINING DIVISION

The International Training Division (ITD) was established in 1989 in IFAS's Office of the Dean for Academic Programs to support faculty in the design and delivery of international short course training programs. Since its establishment, ITD has managed 16 training programs generating more than $560,000 in contracts. Through these training activities, approximately $240,000 was expended on the direct costs of the programs, $119,000 was returned to departments of participating faculty, $119,000 went to cover the costs of running the International Training Division, and $80,800 was generated in indirect costs. Seventy-five percent of the courses were delivered to international participants in Gainesville and 25% were delivered at other localities. However, regardless of the location of courses, none were open as a standard course to students currently enrolled at UF. The potential for international short courses and training programs to make a contribution to an Off-Campus Instructional Program of the College of Agriculture at UF should be realized.

Potential

UF has a historical commitment to international development, training and technical assistance activities. The current trend to provide skills training as technical assistance in the international development arena continues to grow demanding more UF involvement in these training activities. The benefits to the UF for developing and delivering international training programs and short courses vary. The benefits include an increase in the number of international participants at the UF and in the number of student credit hours. These programs provide opportunities to increase the international experiences of UF faculty, thereby enhancing UF strengths in the international arena. The training activities also strengthen UF teaching programs directly by providing remuneration to departments/centers for participating faculty and by augmenting existing course materials with those developed for short courses.

Guidelines

ITD was established to support faculty. Some of the roles of ITD are to:

- Provide support for the training process, including course planning, methods, materials development and evaluation.
- Develop and administer budget.
- Provide informational resources to assist in program design and development (i.e., information from previously delivered short courses as examples of format, structure, and evaluation).
- Facilitate audience recruitment for course offerings.
- Work with faculty on generating new course offerings.

ITD courses are administered through the Office for Academic Programs and teaching time is considered as official teaching time for the faculty involved in the short course. A Faculty Advisory Council (ITD FAC), comprised of IFAS and E&G faculty, provide general policy direction for training activities. The following guidelines apply whether the course is offered on-campus or off-campus:

- ITD activities are faculty driven.
- ITD is a self funding unit generating most of its operating funds.
- Budgets include a line item for faculty involvement, which is transferred to the department at the conclusion of the program.

- Agreement for distribution of faculty funds within the department are worked out between the department chair and the participating faculty member.

- Courses are offered on an optional credit basis at an additional cost. Number of credits for which the courses are offered are based on standard UF policy.

Financial Basis

The ITD is proposed as a self-funding unit (excluding salary of the part-time director) which must generate most of its operating funds through its training activities. Individual budgets include line items to cover direct costs of the programs, faculty remuneration, ITD costs, and UF indirect costs.

There are currently three types of activities and mechanisms funding these activities (USDA contracts, direct contracts, and fee basis). The contract courses are processed through IFAS grants and contracts, and the fee basis courses are processed through Division of Continuing Education.

Recommendation

The Task Force recommends that the International Training Division be considered an integral part of the off-campus instructional programs of IFAS.

IMPLEMENTATION RECOMMENDATIONS

The membership of the Task Force on Off-Campus Instructional Programs, to a great extent, represents the diversity of IFAS programs. This has been a strength of the task force. Task force members have considered an implementation plan that would facilitate the development of the off-campus instructional program.

The implementation plan relies on acceptance in principle of the position statement at the beginning of this document. The components of the proposed plan are described below in broad terms.

Internal and External Institutional Linkages

The IFAS off-campus instructional program should be coordinated with other off-campus systems and distance learning centers in the state as well as within the University of Florida. At UF, the IFAS plan for off-campus instruction would become a part of the UF/IFAS master plan and the relationship between this program and others should be clearly documented given the outreach mission of IFAS. The plan and the implementation should be coordinated with the Division of Continuing Education current and proposed programs. To the extent possible, other colleges which seek to develop off-campus offerings and programs that are complementary to IFAS programs will be integrated with the IFAS program, e.g. education, nursing, business, administration, journalism, architecture.

Specifically, the IFAS off campus instructional program would facilitate the delivery of extension programs to Extension county offices and other locations. Where appropriate, extension facilities would be sites for credit programs. The IFAS distance learning system should be a partner and facilitator for extension programming through a variety of delivery systems. Both serve a common goal in different, but related, ways.

The development of a coordinated master plan becomes crucial when community college and/or graduate students swell the numbers of on-campus students. With a plan that predicts enrollment from off-campus locations, the numbers of these students can be estimated at the department and college level.

The need for institutional coordination has been recommended by other UF Committees, e.g. the Service and Off-Campus Instruction component of the Southern Association of Colleges and Schools (SACS) report chaired by James C. Cato. These recommendations pertain to IFAS programs and are taken from that report of February, 1992. They are included here in support of the position of this Task Force.

1. A complete and formal evaluation of off-campus credit course offerings should take place at the beginning of a new five-year planning cycle.

2. Directors of the ARECs should be encouraged by the Office of Academic Programs to market aggressively credit and non-credit courses. For example, an AREC advisory committee could be formed for the purpose of outreach. This committee identified local needs assessments, develop accurate mailing lists and develop publicity in addition to general advisement and support for off-campus courses.

3. The College of Agriculture should make available monies from its budget to enhance off-campus credit and non-credit course offerings, since the unique resources of both the college and the School of Forest Resources and Conservation are clearly needed by professionals and aspiring professionals throughout the state.

4. Administration of off-campus credit course offerings should be shifted to the College's Office of Academic Programs from the Department of Agricultural Education and Communications. The Office of Academic Programs is best equipped to plan, administer and evaluate off-campus credit courses taught by the faculty of 21 IFAS departments and 13 ARECs.

5. Retain the policy of assigning the responsibility for faculty outreach and Extension education as an integral part of the IFAS academic program.

Philosophical Considerations

The off-campus instructional program, like other components of an institution of higher education, has elements which must be addressed in terms of the philosophical considerations that will by necessity be a guide in planning and implementation. It is these philosophical considerations which form the foundation of values upon which policies and procedures are based. For this reason it is important that these be identified and addressed.

Needs of Students

Serving the educational needs of students for IFAS programs should be the foundation of the IFAS distance learning system.

These needs vary throughout the state. While there are many educational institutions in Florida, UF is the primary provider for courses in agriculture and natural resources. Yet this area is a major part of the economy of the state and a great concern of environmentalist and conservation constituencies.

In the context of off-campus instructional programs, the term "students" is used broadly. It includes the traditional full-time student as well as the non-traditional student who may attend evening programs or participate in industry based programs.

Role of IFAS Faculty in Teaching and Curriculum Development

The role of the professor in the IFAS distance learning system must be considered carefully.

As in any education program, the two main elements are the student and teacher. Unless they are given proper consideration, all the other components of the system become meaningless.

Faculty should be rewarded for off-campus teaching and travel. The teaching and advising load should be equalized so that faculty who contribute to off-campus programs in

fulfilling the land grant mission are recognized at salary review, promotion and tenure time. Guidelines should be established to assure equitable treatment for faculty contributions to off-campus teaching. IFAS teaching faculty should be encouraged to participate in off-campus teaching if their departments have one or more programs in progress in the state.

Curriculum delivered to off-campus locations should reflect high standards of design, development, and evaluation. Implied in its design and development is the selection of appropriate technology for delivery. Combinations of technology and media for all off-campus courses should be examined with a view to maintaining high quality.

Successful off-campus programs cannot be built on technology alone. Adherence to the land grant mission, the philosophy that programs should respond to students needs, a clear understanding of the professor's role, and a high-quality curriculum are all integral parts of off-campus education.

Administration

The support of the IFAS faculty and administration is crucial to the development and ultimate success of a distance learning system. Efforts should be made to gain their full support.

The IFAS distance learning system would be a part of the Academic Programs and accountable to the Dean for Academic Programs since it is primarily a delivery of educational programs that are based on credit and affiliations with other degree granting institutions.

The office of the Dean for Academic Programs will coordinate these plans with the help of an advisory committee which will review annual plans for development and delivery.

The advisory committee will include representative department chairs, extension district directors, center directors, and faculty representatives. Departments will be encouraged to participate in development and delivery of off-campus programs.

All funding proposals for expanding or maintaining the off-campus program will be sent through the office of the Dean for Academic Programs and will reflect the plan. In order to retain quality, continuity, and focus programs, delivery systems will not be allowed to develop outside the plan.

The Off-Campus Instructional System

From its inception the IFAS off-campus instructional program should strive to achieve and maintain a synergistic relationship among parts of the program that currently exist and those that will be added. It is anticipated that a plan or system for development will be initiated. Some considerations the off-campus task force identified in the development of the plan or

system follow. These are not intended to be an inclusive, fully detailed list. Rather they are intended to serve as starting points for discussion.

The IFAS off-campus instructional program should promote the development of working relationships among the following elements so that all components of the off-campus programs are horizontally and vertically articulated: (a) Existing IFAS off-campus sites which include research centers and extension offices; (b) Educational programs which meet needs of local and regional clientele and which can be developed for delivery off campus; and (c) traditional as well as technology-based delivery methods that are compatible with the other elements of the system. Additional elements include interface with community college programs, interface with other national and international networks, and other distance learning programs at the University of Florida as well as other universities in the state.

A Proposed Plan

This section is for discussion only. Its presentation is rudimentary and intended to serve only as a beginning to pull together the diverse findings of the three subcommittees into a preliminary plan.

A rudimentary plan for the IFAS off-campus instructional program might begin with listing: (a) current and potential sites for off campus programs which include IFAS Research Centers and Community Colleges, (b) current and potential off-campus courses and programs, and (c) delivery systems based on traditional methods as well as current and developing technology.

A proposed model integrates these three components into a system which can be operated for short-range implementation with present resources and for intermediate and long-range implementation when additional resources are made available. Initial stages of the model are described below.

Stages of Development

The proposed model has six stages of development. A brief description of each is discussed below.

Identification

Operational levels within the IFAS programs for the off-campus instructional program are identified as follows:

The UF campus is the operations center for the IFAS distance learning system. Each research center is a second level operations center and each extension office is a third level operations center. The UF operations center will link to each second level center and each second level center will link to a third level operations center of close proximity within a region.

The designation of operations centers as second and third level denotes linkages and frequency in numbers, not level of significance within the system. For example, a research center may be less important in terms of the number of students served or programs offered than a county extension office may be. The research center is designated as a second level operations center, however, because it serves a much wider region. (See the section on community colleges and research centers in this document.)

Description

The development of the system relies on a detailed description of the non-overlapping areas of the state based on (a) what educational needs exist that IFAS programs can serve and (b) the utilization of sites or locations that are currently in place.

Site information will be built around research centers because there are 13 in the state. All information in the description phase will be based on the 13 locations in the state which include the UF campus and each of the research centers.

Each second level operation will determine the educational needs of that region not yet being met but which can be served by IFAS programs. This can be done with the help of county extension offices in that this information already exists in county extension situational statements as well as in data from other sources. This planning sequence was noted in the Report on UF's Continuing Education, Outreach and Service Programs, issued February 21, 1992, and excerpted below.

> The FCES engages in a four-year planning effort which determines the agents' and specialists' scope and direction of programming for a four-year period of time. Programs can be added or subtracted at any time throughout the four-year cycle, and it is very common for this to happen.

Undoubtedly, other educational needs will emerge, because of industry or agricultural commodities which are present in only one part of the state.

Comparison

Match the IFAS campus programs with education needs determined in step one. Are there IFAS campus programs that meet off-campus educational needs?

After the analysis of each area of the state based on educational need, sites, and delivery systems, a cumulative analysis will be made to include the entire state. Following that, a time-sequenced place will be developed to show optimum implementation strategy.

Sites include community colleges, research centers and extension offices. Each area analysis must take into account the existence of each of these sites. The area analysis will use the research centers as the focal point.

Educational needs (related to IFAS programs) will be based on population, other educational institutions, industry and market potential. These will be compared to IFAS programs current and proposed.

Delivery methods will include the traditional on-site lecture with professor and students in attendance, computer-aided instruction via network or data base, satellite downlink of live lectures, video tape with student manual, and mixed media variations. Technology based delivery systems will vary based on cost and presentation method. All delivery systems are neither available nor practical. Purchase and/or development of these systems will depend on the overall system requirements.

Determination of Feasibility

Description of present status of IFAS campus programs is identified in step two in terms of feasibility of delivery, to off-campus locations. Questions that require answers include are there courses that can be used to augment existing programs or are there courses that are taught at research centers or community colleges? The determination of feasibility should also address the needs of clientele as a part of the formulation of new off-campus courses and programs.

Can IFAS campus programs be focused to meet off-campus educational needs? Can the reverse be true? What is the final analysis of this comparison, first, on a regional basis and, second, on a state-wide basis?

Interface of Sites and Programs

Determine the possible interface of IFAS distance learning courses with existing programs or courses in community colleges or other universities.

Concurrent Stages

The several stages of development of the program will occur concurrently.

Logistics (concurrent with stages 1- 5)

Concurrent with steps 1 through 5, develop the UF logistics for the following:

a. Off campus registration.

b. Book sales.

c. Lab fees.

d. Identification cards for off-campus students to insure such things as campus privileges and library usage.

e. Other.

Policy Development (concurrent with stages 1-5)

Concurrent with steps 1-5, develop policies for teaching assignments, remuneration, incentive, evaluation, resource for curriculum development and for situations which include the following considerations:

a. Teaching assignments may involve both on and off campus teaching in one semester.

b. Job descriptions may involve combinations of teaching, extension and research and the teaching assignment may also involve an off-campus assignment.

Advisory Group (concurrent with steps 1-5)

Identify an advisory group and coordinator to work with the Dean for Academic Programs to facilitate development of the distance learning system.

Resources (concurrent with steps 1-5)

Secure and allocate resources for curriculum development or seek external funding for its development.

Master Plan (concurrent with steps 1-5)

Develop a master plan and project a time line for course or program delivery for sequential phases in predetermined locations, based on steps 1 through 5.

Evaluation and Feedback (current with all phases)

Evaluation is an integral part of such a program and should be planned at the outset.

Develop Formative Evaluation Procedures

Develop formative evaluation procedures for assessing development progress, the educational products that are developed for delivery, the learning outcomes of the students, the delivery modes, and the impact on campus programs. Identify the criteria by which the IFAS off-campus instructional program will be evaluated.

The funding for the development and operation of the proposed off-campus instructional program will be sought from the Florida legislature as part of annual budget requests. Further, the off-campus instructional program will be built into the master plan as a new program that coordinates various instructional components in IFAS, with other University of Florida departments and programs, and with universities and community colleges throughout the state. Funding for operations additional to those that are currently in operation will be sought when the plan is approved by IFAS administration.

APPENDIX A

Model 2 + 2 Articulation Agreement

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2 + 2 Articulation Program

Associate of Arts Degree: _____ Community College

Bachelor of Science Degree: College of Agriculture
University of Florida

Introduction

_____ Community College and the College of Agriculture at the University of Florida have formal and informal articulation agreements that ease the undergraduate transfer process. If the programs of study described in this brochure are followed closely, it will be possible to enter the upper division programs in the College of Agriculture without additional prerequisite hours.

The Associate of Arts Degree

The Associate of Arts degree is awarded by _____ Community College upon the successful completion of all degree requirements. _____ Community College is a public institution located in _____, Florida about ___ miles from the University of Florida. It has an enrollment of approximately _____. _____ Community College offers students these several attractive advantages:

* An excellent transfer record to the University of Florida.
* Small classes with individualized instruction.
* Modern facilities and teaching laboratories.
* Open admission for all college bound students.
* Lower cost than the University of Florida.

A student will be awarded the Associate of Arts degree upon meeting these requirements:

* The successful completion of at least 64 credit hours with a 2.0 GPA on a 4.0 scale.

* Completion of the General Education requirements.

* Successfully meeting the College Level Academic Skills Test Requirement.

For detailed information on the requirements for the degree, see the current _____ catalog or consult an advisor at the College, _____.

The B.S. Degree

The Bachelor of Science degree may be earned in any of 18 different majors available from the College of Agriculture, University of Florida. To earn the degree the student must accomplish the following:

* Maintain at least a 2.0 grade point average on UF courses taken.

* Complete a total of 128 credit hours of which a maximum of 64 may be earned at a community college.

* Complete the preprofessional requirements of the College of Agriculture.

* Complete all departmental requirements.

Students who have followed the attached lower division programs of study will be admitted to the College of Agriculture. Assuming normal academic progress, the full-time student should be able to complete the upper division program at UF in four regular semesters of at least 16 credits each. Many students prefer to carry lighter credit hour loads and attend a summer session to make up the needed credits. In either case, two years as an upper division student is the norm.

Dual Enrollment

In some cases it is possible for _____ students who are nearing completion of the A.A. degree to dual enroll at _____ and UF. Likewise, if a student has completed most courses at _____, but still has one or two courses in a sequence to complete, that student can be admitted to UF and allowed to dual enroll at _____ to complete coursework for the A.A. degree there.

In either case, prior written approval of appropriate academic officers at BOTH institutions is required for dual enrollment. If prior approval is not obtained, one institution may not recognize the credit earned at the other.

Contacts

For additional information or assistance, please feel free to contact either:

_____ Community College	University of Florida
	Assistant Dean College of Agriculture 2001 McCarty Hall Gainesville, FL 32611-0111

APPENDIX B

Model Two Plus Two Scholarship Criteria and Agreement

University of Florida
Institute of Food and Agricultural Sciences
and
_____ Community College

SCHOLARSHIP CRITERIA

FOR

TWO-PLUS TWO SCHOLARSHIP PROGRAM

The following criteria have been developed by University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS) to serve as requirements for the administering of the scholarship program. The criteria may be subject to change by written notification by UF/IFAS and will affect subsequently awarded recipients and previously awarded recipients where appropriate and reasonable.

CRITERIA

1. Number of Scholarships: One new award per academic year, if a suitable candidate is identified.

2. Amount of Scholarship: $1,000 per year. UF/IFAS Matriculation only for 16 credit hours a term, based on 32 credit hours an academic year, 64 maximum total credits.

   $680 max per year (_____)

3. Length of Time Award Active: Unlimited.

4. Degree of involvement in screening and selection: recipients to be selected by _____. Applicants must declare intention to major in an IFAS degree program.

5. Award Notification Process: Initial notification by _____ with follow-up by UF/IFAS.

6. Test and Grade Requirements (during first two years): to be determined by _____.

7. Grade and Major Requirements (during last two years): must maintain satisfactory academic progress towards degree in IFAS.

8. Course Selection/Articulation Requirements: For admission to UF/IFAS the candidate should complete most pre-professional courses listed in the UF Transfer Advisement Manual and maintain a GPA of at least 3.0 as calculated by the University of Florida.

9. Date to Commence Program (semester and year that UF/IFAS will begin providing the last two years funding).

TWO-PLUS-TWO SCHOLARSHIP AGREEMENT

THIS AGREEMENT entered into by and between _____ _____, **FLORIDA**, hereinafter referred to as "_____," and University of Florida's Institute of Food and Agricultural Science, hereinafter referred to as "UF/IFAS," to be effective as of the _____ day of _____, _____.

WHEREAS, there is a desire to cooperatively award academic scholarships to outstanding students who will attend _____ and transfer to UF/IFAS, and

WHEREAS, _____ is committed to provide resources to fund the 2+2 scholarships for the first two years, and

WHEREAS, _____ and UF/IFAS desire to enter into a Two-Plus-Two Scholarship Agreement through which joint academic scholarships may be awarded to academically outstanding students, who intend to pursue a degree program in UF/IFAS, now, therefore,

FOR AND IN CONSIDERATION of the premises and other good and valuable considerations, _____ and UF/IFAS do hereby agree and covenant each with the other as follows:

1. _____ and UF/IFAS have developed a 2+2 scholarship program which serves to recruit, screen, select and award four year academic scholarships. A copy of the Two-Plus-Two Scholarship Criteria for screening, selecting, awarding and maintenance of academic standards for this program is attached hereto and made a part hereof for informational purposes.

2. _____ agrees to provide personnel, service resources, and scholarship resources to fully support this 2+2 program. _____ may decline to continue this program if the source of scholarship funds is curtailed or if UF/IFAS declines to continue the program.

3. UF/IFAS agrees to provide the scholarship resources to support this 2+2 program to the extent as listed on the Two-Plus-Two Scholarship Criteria document attached hereto.

4. _____ and UF/IFAS agree to establish appropriate channels of communication to satisfy each institution and the scholarship recipient. _____ and UF/IFAS will assign a liaison individual who will serve as the contact point for this desired channel of communication.

5. Upon successful recruiting, screening and selection of scholarship recipients, the recipient will receive appropriate award notification from _____ and UF/IFAS. _____ further agrees to administer this notification for both institutions if so instructed by UF/IFAS.

6. This Scholarship Agreement may be canceled at any time by written notice by UF/IFAS or _____, provided that awarded scholarship recipients be allowed to complete their scholarship if this agreement is terminated.

7. UF/IFAS and _____ will cooperate with each other to the fullest extent possible to insure the successful operation of the scholarship program.

IN WITNESS WHEREOF, the parties hereto have caused these present to be executed to be effective as of the day and year first above written.

THE DISTRICT BOARD OF TRUSTEES OF

_____ COMMUNITY COLLEGE, FLORIDA

_____ _____

President, _____ Community College Date

_____ _____

Chairman, District Board of Trustees Date
_____ Community College

_____ _____

Dean for Academic Programs Date
Institute of Food and Agricultural Sciences (IFAS)
University of Florida

APPENDIX C

Model Agreement Between Community Colleges and IFAS for Using Faculty to Teach Courses

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COOPERATIVE AGREEMENT

THIS AGREEMENT IS MADE BY AND BETWEEN the District Board of Trustees of _____ Community College (____) and the Institute of Food and Agricultural Sciences (IFAS) of the University of Florida.

FURTHER, this agreement shall apply to agriculture courses and programs taught under the auspices of _____ Community College as part of the Associate in Arts (AA) degree and the Associate in Science (AS) degree.

FURTHER, this agreement shall continue in force from the date of last signature in perpetuity with review and revision as necessary.

Section I. Personnel

Research/Extension faculty of the _____(_____) shall be provided released time from other duties as assigned through the Institute of Food and Agricultural Science of the University of Florida for the purpose of providing instructional services for students enrolled in agriculture courses taught under the auspices of _____ Community College. Authority for such changes in assignment shall rest solely with IFAS Administration. Compensation from ____ to IFAS for this released time shall be in a mutually agreed amount to be determined by the two institutions.

Section II. Facilities

The classrooms, laboratories, and experimental farm located at the _____ _____ (_____) shall be made available for agriculture courses taught under the auspices of _____ Community College by Research/Extension faculty of the Institute for Food and Agricultural Science. The Director of the _____ shall have complete control of all facility usage at the _____ to insure compatibility among all _____ programs.

The classrooms and other instructional space located at the _____ _____(_____) shall be made available for general education credit courses taught by _____ Community College instructional personnel as part of the Associate in Science or Associate in Arts agriculture curriculum.

The library of the _____(_____) shall be made available for students enrolled in courses taught under the auspices of _____ Community College which are held on site at the _____. Additional library materials not presently in the permanent collection of the _____ may be added on a temporary basis by _____ Community College to support the courses which are part of the AA or AS agriculture curriculum.

Appropriate temporary space will be provided to the Coordinator of Agricultural Programs for _____ Community College for the purpose of counseling students regarding the agriculture programs offered in cooperation with the Research/Extension faculty at the _____.

Section III. Advisory Committee

The Director of the _____(_____) shall be a permanent member of the _____ Community College Advisory Committee for Agriculture Programs.

Section IV. Curriculum

All agriculture courses taught at the _____ (_____) shall be decided jointly among _____ Community College personnel, Research/Extension faculty of the University of Florida at the _____, the Director of the _____, with final approval by the Dean for Academic Programs of the Institute of Food and Agricultural Sciences of the University of Florida and the Vice President for Academic Affairs of _____ _____ Community College.

Section V. Terms of the Agreement

This Agreement between The Institute of Food and Agricultural Sciences of the University of Florida and the District Board of Trustees of _____ Community College is subject to annual review and shall continue until canceled by either party in writing. Such cancellation shall be effective no sooner than the end of the academic year or when all students enrolled in the program of study for the associate degree in agriculture have completed the courses included in the career core for the degree, whichever is appropriate. The Vice President for Academic Affairs for _____ Community College and the Director of the _____ _____(_____) shall review all provisions of this agreement and propose appropriate revisions.

Section VI. Approvals

President, _____ Community College	Date
Chairman, District Board of Trustees _____ Community College	Date
Dean for Academic Programs Institute of Food and Agricultural Sciences (IFAS) University of Florida	Date
Vice President for Agriculture and Natural Resources Institute of Food and Agricultural Sciences (IFAS) University of Florida	Date